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ABSTRACT

In 1996, Nova Southeastern University (Florida) conducted surveys of student satisfaction with academic resources and services. This study replicated the prior survey process, collecting contemporary information from fall term 1999 students. The population for this survey consisted of all enrolled students at that time. In all, 3,366 students were targeted from a population of 17,954 students, and responses were received from 2,637. The statistics presented in this report provide evidence of the generally positive opinions that students have about Nova Southeastern University and its services. Of 44 statements asking for a rating of the University's services, 38 had a modal response of 4 (satisfied) or 5 (very satisfied). The lowest overall satisfaction was expressed in the area of student services. These findings should be useful for the University's planning process in the future. (Contains 17 tables and 12 references.) (SLD)

**FALL TERM 1999 NOVA SOUTHEASTERN UNIVERSITY STUDENTS
RESPOND TO A BROAD-BASED SATISFACTION SURVEY**

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**Nova Southeastern University
Research and Planning**

Report 00-09

May 2000

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FALL TERM 1999 NOVA SOUTHEASTERN UNIVERSITY STUDENTS RESPOND TO A BROAD-BASED SATISFACTION SURVEY

Thomas W. MacFarland
Report 00-09

Senior Research Associate
May 2000

EXECUTIVE SUMMARY

In 1996, Research and Planning prepared a series of reports on student satisfaction with academic resources and services. These reports were based on a set of surveys that were prepared and distributed during late-1995 to early-1996 and they were widely used in the University's many activities related to reaffirmation of accreditation by the Southern Association of Colleges and Schools. The information gained from these reports was also used in various components of the University's Institutional Effectiveness process.

The purpose of this study was to largely replicate the prior survey process, now collecting contemporary information from Fall Term 1999 students. Along with the University-wide results that are presented in this report, deans and other appropriate University administrators will receive a set of localized tables, representing survey outcomes for each of the academic centers at Nova Southeastern University.

The population for this study consisted of all Fall Term 1999 students. In September and October 1999, individual contacts were established with each academic center to develop procedures for survey distribution, completion, and return. Along with a master copy of the survey, each academic center contact person was also provided with a tracking form and detailed instructions for survey distribution. For academic centers with classes offered at locations away from the University's campus in Davie, Florida, the survey distribution instructions also included a list of off-campus sites and the number of classes at these sites to include in the invited sample. In all, 3,366 students were targeted for the invited sample from a population of 17,954 students. Of the invited sample, 2,637 students (78 percent of total) responded.

A set of tables is included in this report addressing the representation of the population, invited sample, and responding sample by academic center, degree level, and gender. Respondents were also queried on majority place of class attendance and similar queries were made on race/ethnic group and age. Adjustments from one academic center were needed to prepare a data set that was viewed as representative of the population.

To offer evidence that survey respondents have had sufficient course work at the University to offer a broad assessment of their experiences with services, participants were also asked to mark the number of courses completed in their academic program. Less than 20 percent marked 0 courses and nearly one-third of all respondents indicated that they had completed 9 or more courses.

The data from this survey are summarized in an extensive series of tables, focusing on responses to statements about faculty, academic program, administration, library and information services, and student services. A summary response by academic center was also prepared in response to the statement *Overall quality of this academic program*.

Overall, there were 44 general survey statements that asked for a rating of the many services offered by University personnel, using a 1 (Very Dissatisfied) to 5 (Very Satisfied) rating scale. From these 44 statements, 86 percent of all statements (38/44) had a modal response of either 4 (Satisfied) or 5 (Very Satisfied), indicating a broad level of satisfaction with the University. Clearly ranked lowest by the respondents was financial aid services, with a modal response of 1 (*Very Dissatisfied*).

Survey participants were also asked to respond to the statement *Why did you decide to attend NSU?*. In rank order, the three leading responses were:

- Convenience 52 percent of total
- Type of programs available 52 percent of total
- Location 47 percent of total

The survey was also designed to offer a sense of library use, including the University's library infrastructure as well as other libraries. Nearly 60 percent of all respondents indicated that they used the University's library one or more times per week and about 40 percent of all respondents indicated that they used other libraries at least one or more times per week.

To gain general marketing-type information, respondents were also presented with a variety of choices on what they would have done if they had not attended the University. Although there was variance among the many choices offered, it is useful to note that approximately two-thirds of all respondents (1,748 of 2,637) indicated that they would engage in some type of college or university attendance if they had not attended Nova Southeastern University.

Survey respondents were also asked to complete a brief inventory of all technology-based media that they may have experienced in courses. Nearly one-half of all respondents indicated some level of experience with Electronic Mail and the World Wide Web.

The University is compelled by the Commission on Colleges of the Southern Association of Colleges and Schools to give considerable attention to the issue of Institutional Effectiveness. The survey process associated with this report and other reports is one of many ways by which the University demonstrates its complete commitment to Institutional Effectiveness.

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INTRODUCTION

Background

In 1996, Research and Planning prepared a series of reports on student satisfaction with academic resources and services¹. These reports were based on a set of student and graduate surveys that were prepared and distributed during late-1995 to early-1996. To take full advantage of this survey distribution opportunity, students were also asked to respond to demographic and marketing-oriented information.

These reports were widely used in the University's many activities related to reaffirmation of accreditation by the Southern Association of Colleges and Schools. The information gained from these reports was also used in various components of the University's Institutional Effectiveness process.

Purpose of This Study

Building on this set of baseline data, the purpose of this study was to largely replicate the prior survey process, now collecting contemporary information from Fall Term 1999 students. This

¹ The abstracts of these reports are available at Research and Planning's listing off the University's home page: <<http://www.nova.edu/cwis/urp/urp-researchreports.htm>>.

- 96-02 *Graduates of Nova Southeastern University's Undergraduate Programs Tell Us About Their Undergraduate Experience.*
- 96-05 *Graduates of the Abraham S. Fischler Center for the Advancement of Education Reflect on Their Experience With Nova Southeastern University.*
- 96-06 *Graduates of the School of Business and Entrepreneurship Reflect Upon Their Academic Experience.*
- 96-07 *Graduates of the School of Computer and Information Sciences Offer Judgment on Their Experience With Nova Southeastern University.*
- 96-08 *South Florida vs. Other Locations: Comparing Student Responses to a Satisfaction Survey.*
- 96-12 *Students in the Abraham S. Fischler Center for the Advancement of Education Respond to a Satisfaction Survey: A Comparison Between On-Campus Students and Off-Campus Students.*
- 96-13 *Students in the School of Business and Entrepreneurship Respond to a Satisfaction Survey: A Comparison Between On-Campus Students and Off-Campus Students.*
- 96-14 *Students in the James M. Farquhar Center for Undergraduate Studies Respond to a Satisfaction Survey: A Comparison Between On-Campus Students and Off-Campus Students.*
- 96-15 *Students in the School of Computer and Information Sciences Respond to a Satisfaction Survey: Outcomes from an Academic Center Using Computer-Mediated Communication.*
- 96-23 *July 1, 1995, to June 30, 1996, Graduates of the James M. Farquhar Center for Undergraduate Studies at Nova Southeastern University Offer Judgment on Their University Experience.*

process and the information gained from this process has value in regard to the continuous process of reporting to the Southern Association of Colleges and Schools.

This information also has value to deans and other University administrators, to serve as a continuing benchmark measure for a series of common queries about student satisfaction and marketing issues associated with faculty, academic program, administration, library and information services, and student services. Accordingly, along with University-wide results presented in this report, deans and other appropriate University administrators will receive a set of localized tables, representing survey outcomes for each of the academic centers at Nova Southeastern University.

METHODOLOGY

The population for this study consisted of all Fall Term 1999 students. In September and October 1999, individual contacts were established with each academic center to develop procedures for survey distribution, completion, and return. Along with a master copy of the survey, each academic center contact person was also provided with a tracking form and detailed instructions for survey distribution. For academic centers with classes offered at locations away from the University's campus in Davie, Florida, the survey distribution instructions also included a list of off-campus sites and the number of classes at these sites to include in the invited sample.

The representation of the population, invited sample, and responding sample is detailed in Table 1 (Academic Center). As a procedural issue, the Health Professions Division (HPD) distributed and in turn returned more surveys that requested and it was necessary to delete *every-other* Health Professions Division survey from the original data set to prepare the adjusted data set. This data control method provided assurance that data would be retained from all HPD classes participating in the survey, but the influence of responses by students in the HPD would not be overly representative. In view of the need for attention to the representation of the responding sample, additional statistics on this topic are presented in Table 2 (Degree Level) and Table 3 (Gender).

Survey distribution and return were generally accommodated throughout Fall Term 1999, with only two deviations:

- Hurricane Irene caused all classes to be closed on the date many surveys were to be distributed and surveys were instead distributed at the next class meeting.
- In contrast to planned activities, the School of Computer and Information Sciences did not distribute surveys during the December 1999 cluster meeting and survey distribution in this academic center did not occur until January 2000.

Otherwise, the many faculty, cluster coordinators, site administrators, and academic center contact people did an excellent job of adhering to survey distribution procedural instructions, which greatly facilitated tracking by Research and Planning.

Data were hand-entered into a fixed-format file by staff assigned to Research and Planning and *SPSS-X*[®] was used to conduct all analyses. Along with the collapsed data summarized in this report, individual deans have also been provided with a set of localized statistics, with breakout tables provided exclusively for each academic center.

RESULTS

Most survey statements were gained by tracking language from the *Criteria for Accreditation* (1998) and focused on issues such as Faculty (Table 4), Academic Program (Table 5), Administration (Table 6), Library and Information Services (Table 7), and Student Services (Table 8). A summary response by academic center (Table 9) was also prepared in response to the statement *Overall quality of this academic program*.

Respondents were also queried on majority place of class attendance (Table 10), which provided evidence that the responding sample was generally in parity with the population in terms of campus-based instruction and instruction at off-campus locations through the use of various distance education modalities. Similar queries were made on Race/Ethnic Group (Table 11) and Age (Table 12).

Survey participants were also asked to respond to the statement *Why did you decide to attend NSU?* (Table 13). In rank order, the three leading responses were:

- Convenience 52 percent of total
- Type of programs available 52 percent of total
- Location 47 percent of total

To offer evidence that survey respondents have had sufficient course work at the University to offer a broad assessment of their experiences with services, participants were also asked to mark the number of courses completed in their academic program (Table 14). Less than 20 percent marked 0 courses and nearly one-third of all respondents indicated that they had completed 9 or more courses.

The survey was also designed to offer a sense of library use (Table 15), including the University's library infrastructure as well as other libraries. Nearly 60 percent of all respondents indicated that they used the University's library one or more times per week and about 40 percent of all respondents indicated that they used other libraries at least one or more times per week.

To gain general marketing-type information, respondents were also presented with a variety of choices on what they would have done if they had not attended the University (Table 16). Although there was certainly variance among the many choices offered, it is useful to note that approximately two-thirds of all respondents indicated that they would engage in some type of college or university attendance if they had not attended Nova Southeastern University.

Survey respondents were also asked to complete a brief inventory of all technology-based media that they may have experienced in courses (Table 17). Nearly one-half of all respondents indicated some level of experience with Electronic Mail and the World Wide Web.

SUMMARY

The collapsed statistics presented in this report and the individual breakout statistics presented to academic center deans provide evidence of the generally positive opinions that students have about Nova Southeastern University and the many services offered by the University:

- Overall, there were 44 general survey statements that asked for a rating of the many services offered by University personnel, using a 1 (Very Dissatisfied) to 5 (Very Satisfied) rating scale.
- From these 44 statements, 86 percent of all statements (38/44) had a modal response of either 4 (Satisfied) or 5 (Very Satisfied), indicating a broad level of satisfaction with the University.

<u>Topic</u>	<u>General Survey Statements</u>	
	<u>Number</u>	<u>% With a Modal Response of 4 or 5</u>
Faculty	3	100
Academic Program	11	100
Administration	10	100
Library and Information Services	10	100
Student Services	9	33
Summary Evaluation	1	100
All Statements	44	86

Attention to these ratings, especially the breakout statistics provided to academic center deans, should offer a wealth of information on quality issues that can be used to enhance and report on the University's Institutional Effectiveness process.

The marketing-type information gained from this survey process should also have a high degree of utility. It is important to note that *convenience, type of programs, and location* remain among the most frequently marked responses regarding reasons for deciding to attend the University. This issue is especially important due to the observation that nearly two-thirds of all students at the University would have attended another college or university if they had not attended Nova Southeastern University. The majority of the University's student base will find some entity to meet their educational needs and with the highly competitive postsecondary education market in South Florida and throughout the United States, the University needs to be attentive to quality services to both attract and retain students.

The data set gained from this survey of Fall Term 1999 students has many potential uses beyond this immediate report. It may be useful to generate a series of additional reports related to Institutional Effectiveness, using this data set and a similar data set gained from a 1996 survey:

- Comparison of satisfaction with services by Fall Term 1999 campus-based students and their distance education counterparts.
- Breakout analyses of Fall Term 1999 by Student Service Center regions:
 - Miami
 - West Palm Beach
 - Orlando
 - Tampa
 - Jacksonville
 - Las Vegas

These breakout analyses for students attending class in regions currently served by Student Service Centers could then be compared, as a benchmark measure, to analyses of campus-based students. This issue is especially important since the survey was administered immediately before the University implemented the regional Student Service Centers. This pre-intervention benchmark measure will be especially useful when the current survey process is replicated in either 2003 or 2004.

- Comparison of responses from 1996 students to 1999 students, to look for trends over time.

The University is compelled by the Commission on Colleges of the Southern Association of Colleges and Schools to give considerable attention to the issue of Institutional Effectiveness (*Criteria for Accreditation*; 1998, pp. 19-22). The survey process associated with this report and other reports is one of many ways by which the University demonstrates its complete commitment to Institutional Effectiveness.

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Students in the School of Computer and Information Sciences Respond to a Satisfaction Survey: Outcomes from an Academic Center Using Computer-Mediated Communication. (1996). Fort Lauderdale, Florida: Nova Southeastern University. Research and Planning Report 96-15.

Table 1
Representation of the Fall Term 1999 Student Survey by Academic Center: Adjusted Data Set

Academic Center	<u>Responding Sample</u>		<u>Invited Sample</u>		<u>Population</u>	
	N	%	N	%	N	%
Fischler Graduate School of Education and Human Services	842	32	1,040	31	6,075	34
Farquhar Center for Undergraduate Studies	436	17	800	24	4,006	22
Huizenga Graduate School of Business and Entrepreneurship	258	10	440	13	2,248	13
Center for Psychological Studies	168	6	280	8	987	5
Health Professions Division	455	17	400	12	2,605	15
Shepard Broad Law Center	164	6	200	6	949	5
School of Computer and Information Sciences ..	208	8	120	4	683	4
School of Social and Systemic Studies	71	3	66	2	284	2
Oceanographic Center	35	1	20	<1	117	<1
Total	2,637		3,366		17,954	

Note. Fall Term 1999 enrollment population data are from *Nova Southeastern University Fact Book 2000* (2000, p. 50).

Table 2

Representation of the Fall Term 1999 Student Survey by Degree Level

Degree Level	Responding Sample		Population	
	N	%	N	%
Undergraduate	408	15	4,218	24
First Professional	128	5	2,927	16
Graduate	1,878	71	10,665	60
Unidentified	223	8	0	0
Total	2,637		17,810	

Note. Fall Term 1999 enrollment population data are from *Nova Southeastern University Fact Book 2000* (2000, p. 51).

Table 3

Representation of the Fall Term 1999 Student Survey by Gender

Gender	Responding Sample		Population	
	N	%	N	%
Female	1,563	59	11,595	65
Male	926	35	6,215	35
Unidentified	148	6	0	0
Total	2,637		17,810	

Note. Fall Term 1999 enrollment population data are from *Nova Southeastern University Fact Book 2000* (2000, p. 50).

Table 4

Statements² About *Faculty*: All Academic Centers

Survey Statement	N	Mode	Median	Mean	SD
Competency of the faculty	2,537	4	4	4.2	0.8
Access to full-time faculty, either through direct contact or other means	2,394	4	4	4.0	0.9
Interaction with full-time faculty, either through direct contact or other means ..	2,410	4	4	4.0	0.9

²

Respondents were directed to use the following rating scale for these statements:

1	Very Dissatisfied	N/A	Not Applicable
2	Dissatisfied	U	Unknown or Unable to Answer
3	Neutral, Neither Satisfied Nor Dissatisfied		
4	Satisfied		
5	Very Satisfied		

Table 5

Statements³ About *Academic Program*: All Academic Centers

Survey Statement	N	Mode	Median	Mean	SD
Opportunity for intellectual growth	2,584	5	4	4.3	0.8
Opportunity for peer interaction	2,592	5	4	4.3	0.9
Instructional methods	2,589	4	4	4.0	0.9
Delivery system	2,486	4	4	4.0	0.9
Quality of the learning environment	2,595	4	4	4.0	0.9
Applied nature of thesis, practicum, or dissertation	1,883	4	4	4.0	0.9
Length of the academic program	2,555	4	4	4.1	0.8
Length of the individual courses	2,582	4	4	4.1	0.8
Process for assigning students to advisors	2,112	4	3	3.4	1.2

3

Respondents were directed to use the following rating scale for these statements:

1	Very Dissatisfied	N/A	Not Applicable
2	Dissatisfied	U	Unknown or Unable to Answer
3	Neutral, Neither Satisfied Nor Dissatisfied		
4	Satisfied		
5	Very Satisfied		

Quality of advising	2,187	4	4	3.4	1.2
Adequacy of classroom facilities	2,491	4	4	3.8	1.0

Table 6
Statements⁴ About *Administration*: All Academic Centers

Survey Statement	N	Mode	Median	Mean	SD
Clarity of written admission policies	2,502	4	4	4.0	0.9
Clarity of written policy on transfer of credit from other institutions	2,121	4	4	3.8	1.0
Clarity of written completion requirements	2,454	4	4	3.9	0.9
Clarity of written curricular offerings, as identified in program catalog	2,465	4	4	3.9	0.9
Program orientation	2,481	4	4	3.9	1.0
Course registration activities	2,513	4	4	3.8	1.0
Published grading policy	2,412	4	4	3.9	1.0
Interaction with administrative personnel	2,449	4	4	3.6	1.1

⁴ Respondents were directed to use the following rating scale for these statements:

1	Very Dissatisfied	N/A	Not Applicable
2	Dissatisfied	U	Unknown or Unable to Answer
3	Neutral, Neither Satisfied Nor Dissatisfied		
4	Satisfied		
5	Very Satisfied		

Clarity of program catalog	2,482	4	4	3.9	0.9
Correctness of student records (including transcripts)	2,190	4	4	3.6	1.2

Table 7
Statements⁵ About Library and Information Services: All Academic Centers

Survey Statement	N	Mode	Median	Mean	SD
Availability of library and learning resource materials	2,348	4	4	3.9	1.1
Adequacy of library and learning resource materials	2,320	4	4	3.8	1.1
Orientation program relative to library services	2,286	4	4	3.7	1.1
Training in access to information in electronic and other formats . .	2,300	4	4	3.7	1.1
Availability of computing resources	2,269	4	4	3.8	1.1
Adequacy of computing resources	2,261	4	4	3.9	1.0
Access to information through technology	2,370	4	4	4.0	1.0
Instructional support services (e.g., educational equipment and specialized facilities such as laboratories, audio visual and duplicating services)	2,057	4	4	3.7	1.1

⁵ Respondents were directed to use the following rating scale for these statements:

1	Very Dissatisfied	N/A	Not Applicable
2	Dissatisfied	U	Unknown or Unable to Answer
3	Neutral, Neither Satisfied Nor Dissatisfied		
4	Satisfied		
5	Very Satisfied		

Infusion of information technology into the curricula	2,250	4	4	4	3.8	1.0
Provisions for training in the use of technology	2,161	4	4	4	3.6	1.1

Table 8
Statements⁶ About *Student Services*: All Academic Centers

Survey Statement	N	Mode	Median	Mean	SD
Student development services	1,589	4	4	3.5	1.0
Counseling and career development	1,583	3	3	3.3	1.1
Remedial services available	1,256	3	3	3.3	1.0
Student government opportunities	1,419	3	4	3.5	1.0
Student behavior policies and procedures	1,679	4	4	3.6	1.0
Financial aid services	2,086	1	3	2.8	1.4
Health services	1,259	3	3	3.4	1.1

⁶

Respondents were directed to use the following rating scale for these statements:

1	Very Dissatisfied	N/A	Not Applicable
2	Dissatisfied	U	Unknown or Unable to Answer
3	Neutral, Neither Satisfied Nor Dissatisfied		
4	Satisfied		
5	Very Satisfied		

Refund policies when withdrawing from courses	1,285	3	3	3.4	1.1
Safety and security of classroom buildings and the learning environment	2,124	4	4	3.9	1.0

Table 9
Statements About *Summary Evaluation*⁷ by Academic Center

Academic Center	N	Mode	Median	Mean	SD
Fischler Graduate School of Education and Human Services	605	4	4	4.1	0.8
Farquhar Center for Undergraduate Studies	326	4	4	3.9	0.8
Huizenga Graduate School of Business and Entrepreneurship	203	4	4	4.1	0.8
Center for Psychological Studies	140	4	4	4.0	0.8
Health Professions Division	409	4	4	4.0	0.9
Shepard Broad Law Center	145	4	4	3.9	0.8
School of Computer and Information Sciences	169	4	4	4.1	0.8

⁷

Respondents were directed to use the following rating scale to mark their level of satisfaction with the single statement: *Overall quality of this academic program.*

1	Very Dissatisfied	N/A	Not Applicable
2	Dissatisfied	U	Unknown or Unable to Answer
3	Neutral, Neither Satisfied Nor Dissatisfied		
4	Satisfied		
5	Very Satisfied		

School of Social and Systemic Studies	48	5	4	4.4	0.7
Oceanographic Center	25	4	4	4.0	0.7
Total	2,070	4	4	4.0	0.8

Table 10

Majority Place of Class Attendance: All Academic Centers

Place of Class Attendance	N	%
Davie Campus or East Campus	1,319	50
Cluster Location in Broward County or Miami-Dade County	276	10
Subtotal: South Florida	1,595	60
Cluster Location in Another Florida County	362	14
Subtotal: Florida	1,957	74
Cluster Location in Another State	431	16
Cluster Location in Another Country	32	1
Other	102	4
Unidentified	115	4
Total	2,637	

Table 11
Race/Ethnic Group: All Academic Centers

Race/Ethnic Group	N	%
Black, non-Hispanic	407	15
American Indian or Alaskan Native	13	<1
Asian or Pacific Islander	113	4
Hispanic	338	13
White, Non-Hispanic	1,426	54
Other or Unidentified	340	13
Total	2,637	

Table 12
Current Age of Respondents by Academic Center

Academic Center	N	Age			
		Mode	Median	Mean	SD
Fischler Graduate School of Education and Human Services	696	50	42	40.6	9.4
Farquhar Center for Undergraduate Studies	379	18	25	27.6	9.2
Huizenga Graduate School of Business and Entrepreneurship	226	28	34	35.6	10.4
Center for Psychological Studies	160	25	29	32.4	10.1
Health Professions Division	429	23	25	25.7	4.5
Shepard Broad Law Center	156	24	27	29.3	6.7
School of Computer and Information Sciences	190	46	40	39.8	8.1
School of Social and Systemic Studies	63	23	29	32.0	10.3
Oceanographic Center	33	25	25	26.1	4.8
Total	2,332	24	31	33.4	10.5

Table 13

Reasons for Deciding to Attend NSU⁸: All Academic Centers

Reason	N	%
Academic reputation	876	33
Admissions standards	657	25
Advice of counselors and teachers	276	11
Availability of scholarships or financial aid	263	10
Convenience	1,358	52
Cost	174	7
Location	1,236	47
Small class size	738	28
Social atmosphere	241	9
Type of programs available	1,360	52
Other	376	14

⁸ Respondents were asked to mark selections against the statement “Why did you decide to attend NSU?”

Table 14

Number of Courses Completed in This Academic Program: All Academic Centers

Number of Courses	N	%	Number of Courses	N	%
0	509	19	5	115	4
1	131	5	6	179	7
2	218	8	7	109	4
3	130	5	8	142	5
4	165	6	9 or more	825	31
			Unidentified	114	4

Table 15

Frequency of Library Usage: All Academic Centers

Library Usage Statement and Frequency of Weekly Use	N	%
During a typical term, I usually use NSU's libraries or library provided services ...		
0 times per week	552	21
1 time per week	465	18
2 times per week	340	13
3 times per week	271	10
4 times per week	125	5
5 or more times per week	290	11
No response	594	23
During a typical term, I usually use other libraries ...		
0 times per week	829	31
1 time per week	483	18
2 times per week	319	12
3 times per week	179	7
4 times per week	70	3
5 or more times per week	107	4
No response	650	25

Table 16

**What Survey Respondents Would Have Done If They Had Not Attended
Nova Southeastern University⁹: All Academic Centers**

Response	N	%
Attend another private college or university in South Florida	383	15
Attend another private college or university in Florida, but not in South Florida	112	4
Attend a private college or university in another state	375	14
Attend a state college or university in South Florida	300	11
Attend a state college or university in Florida, but not in South Florida	189	7
Attend a state college or university in another state	389	15
Not attend a college or university	226	9
Other	198	8
Unidentified	465	18

⁹ Respondents were asked to mark selections against the statement “What would you have done if you had not attended NSU?”

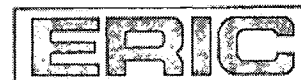
Table 17

Technology-Based Media Experienced in Courses: All Academic Centers

Technology-Based Medium	N	%
Audiobridge	242	9
Compressed Video	177	7
Electronic Mail	1,233	47
Electronic Classroom	406	15
World Wide Web	1,187	45
Other	231	9



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